



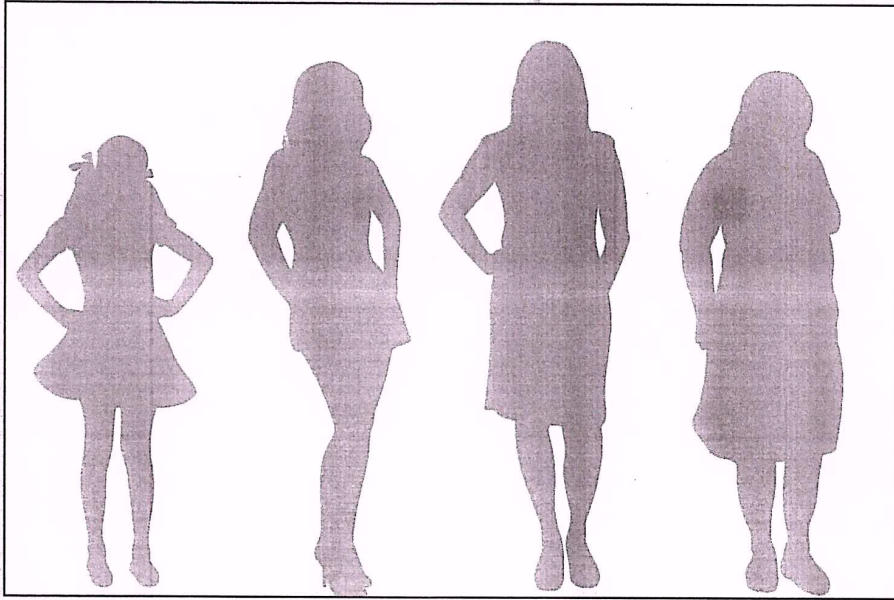
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## 21. A Study of Home Environment and Study Habits among Adolescent's Girls

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### Abstract

The purpose of the study is to find out relationship between home environment and study habits of adolescent girls. Sample of the present study comprised 200 adolescent girls between the ages of 15 to 17 years. Adolescent girls were selected and taken up for the study. Home Environment Inventory (1983) developed by Dr. K. S. Mishra and Study Habit Test developed by Dr. C. P. Mathur were used for the purpose of the study. Pearson product moment correlation method has been used for statistical analysis between above variable among adolescent girls.

Results indicated that there is a significant positive correlation between home environment & study habits ( $r = 0.38$ ). It can be concluded that there is a powerful effect of home environment on study habits of adolescent. The present study also finds that adolescent's study habit depends upon their home environment.

**Keywords:** - Home Environment and Study Habits

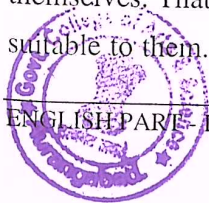
### Introduction

Home is the most important experience in the process of child's development. Child rearing practices, parent child interaction, parental involvement, socialization, social economic status, size and type of home etc. are factors related to home environment. These factors like, social, economical, and cultural background directly or indirectly influence on academic achievement. Home environment refers to the total home circumstances, surroundings an individual or group of individual. Home environment helps to gain better study habit. Without good study habits a student cannot succeed. The ability of parents to plan, organize and manage time will benefit your child in every area of life. Create a good home environment where good study habits are primary and appreciated. Lakshmi and Aroara (2006) studies show that successful children have parents who create and maintain family routines. Parental acceptance and encouragement are positively related with school success. Providing a family environment encouraging the child as follow a fixed timetable for studies, planning a family activities



assignment of responsibilities in the family are essential component strutting a conductive home environment. Home environment plays an important role in adolescent's development and adjustment. An adolescent's home experiences influence on his personality and academic development. **Hendevson & Berla (1994)** observed that the most accurate predictor of student achievement is the extent to which the family is involved in the child education not the family's level of income. **Amoroso (1996)** suggests that home environment refers to adolescent's perception of the extents of punishment, amount of chores at home, parental control, absence of parents and parent's attitude towards authority figures. **Mishra (2003)** reported that home environment means the quality and quantity of cognitive, emotional and social support that has been available to the child within the home. Today, student's life develops through a continuous and dynamic exchange between school and home. In this exchange, teacher and parents are widely through of as the most important agents of children's learning, success however their work is not always complementary. Various studies conducted by **Mitra (1991)**, **Vaslow (2000)**, **Khosa (2001)**, **Sandra (2002)**, **Kaur (2006)** and **Muola (2010)** show that there exists a significant relationship between home environment and study habits. These studies revealed that home environment as a potential predictor of study habits and reported the positive and significant effects of home environment on Study habits of adolescents. The home has a great influence on concluded that authoritative parenting produce high level of Academic achievement and achievement skill.

Study habits are important in the process of self-learning, they could be defined as "the sum total of all habits with determined purposes and enforced practices that individual uses in order to learn." Study habit are defined as those technique such as summarizing note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term can be defined as the sum total of all habits. Determined purposes and enforced "Study Habit" implies a sort of more or less permanent method of studying. According to **Onubugwu (1990)**, "Study habits is a technique, a student employs to go about his or her studies which are consistent and have become stereotyped as a result of long application or practices." School plays a very vital role in the formation of study habits among adolescents. It paves the way for them to learn about the effectiveness of group study. Some who are weak in their academic can be joined with those who are strong in their academic side. This also helps the adolescents not only to learn subjects but also helps for healthy social behavior among them without any discrimination. It is the place where the adolescents can identify themselves, That means it is the place, which helps them to identify which type of study habit is suitable to them. Library has its own vital role in the formation of study habits. Students should



be regular users of Library books. This helps them to acquire more knowledge and also it helps to formulate a unique type of study habits, which helps them to shine well in academic achievement also. Verma (1996), Kumar (1999), Satapathy & Singhal (2000) founded that good home environment to lead to good study habits and bad home environment lead to bad study habits. So that there direct relationship between home environment and study habits. Study habit of adolescent's plays important role in learning and fundamental to school success.

The purpose of the present paper is to study the home environment and study habits among adolescent's girls. There are various factors influence the study habits of adolescents but this study has chosen home environment and study habit. The adolescence period is selected in this study because this is very important stage of human life. Adolescents are responsible future citizen for overall development & academic achievement. It is possible that bright pupils might score poorly in the examination due to the lack of proper methods of study. Through a proper method, there can be maximum formation of study habits, which will transfer the knowledge and optimum learning. That's how the teacher assists the students in adopting appropriate method of study habits to the individual based on their own individuality.

### Objectives

- 1) To find out the relationship between home environment and study habit of adolescent's girls

### Hypotheses

1. There is a significant positive correlation between home environment and study habit of adolescent's. girls

### Method

The study has been conducted through descriptive method of research.

### Sample

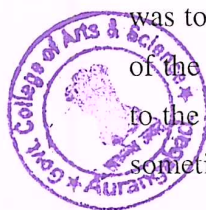
The study has been conducted on a reprehensive sample of 200 adolescents of 10<sup>th</sup> class selected on the basic of randomized technique of sampling from different high schools of Amravati district of Maharashtra. Their age ranged from 15 to 17 years.

### Tools

The following tools have been selected and used in this study:

1. **Home Environment Inventory (HEI):** - HEI developed by Dr. K. S. Mishra (1983)

was to measure the psycho-social climate of home as perceived by children. It provides measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. The home environment is based on five point scale (mostly, often, sometimes, least and never) includes 100 items under ten major dimensions such as control,



protectiveness, punishment, conformity, social isolation, reward, deprivation of privilege, nurturance, rejection and permissiveness. Assign in 4 marks to mostly, 3 marks to often, 2 marks to sometimes, 1 mark to least and 0 marks to never response. Count the marks assigned to ten dimensions statement on every page so to get ten score for the ten dimensions of home environment inventory. The split-half reliability of this inventory was worked out separately for all ten dimensions, which were reported to be between 0.67 and 0.86 respectively.

**2. Test of Study Habit & Attitude (TSHA):** - The original study habit & attitude test developed standardizing by Dr. C. P. Mathur (1976) has been used to obtain reliable data. The study habit test includes 60 items seeking responses in yes, doubtful & no. this test is based on nine major areas of study habit & attitude such as attitude towards teacher, school and home environment, attitude towards education, study habit, mental conflict, concentration, home assignment, self confidence and examination. A set of two scoring keys is provided for scoring the responses. Scoring key A and scoring key B. scoring key A meant to score the correct study habit and scoring key B to know the items and corresponding areas in which the students need guidance. After scoring for each student scores are summed to obtain the total score. The test-retest reliability of this test has been calculated as 0.87.

#### **Procedure**

For this study 200 adolescent's girls were selected randomly from different schools of Amravati district. Subjects were contacted personally. Cooperation of the principal of schools was sought and efforts were made to establish rapport with the subjects. Before administering tests, they were made clear about the purpose of collecting the data and were told that the result of test would be kept strictly confidential so that they can respond the test items without any hesitation. The research tools namely home environment inventory and study habit was scored as per the procedure given in the manual. The instructions for data collection as well as scoring as given in the manual of home environment inventory and study habit test. Pearson product moment correlation method was used to find out the relationship between home environment & study habits of adolescent's girls.

#### **Result and Discussion**

The value of the correlation is given in the below table:

#### **Home Environment in Relation to Study Habit**

The coefficient of correlation of home environment with study habit among adolescent is given in table 3



**Table1: Relation between Home Environment and Study Habits of Adolescent's girls**

S. N.	Variable	R
1	Home Environment and Study Habits	0.38 **

Note: - \*\* Significant at 0.01 Levels

The table 1 shows that the coefficient of correlation of home environment with study habits is 0.38, which is significant at 0.01 levels. It indicates that there is positive & significant relationship between home environment and study habit among adolescents. Thus the hypothesis no 1 is accepted.

The home has a vital role to play in adolescent's study habit that will help to enhance the academic achievement among adolescent. The present society is a competitive society, where the principle of struggle for existence. Parent is highly concerned with providing material facilities to their children and ignoring the other facilities. The study habits thus are of great assistance to actualize the potentialities of the individuals. Hence study habit of adolescent plays important role in learning and fundamental to school success. The results of the present study are to be seen in the light of some related research evidence. Home environment of adolescent is positively and significant related to their study habit. Thus result is well supported by the studies conducted by **Lakshmi and Aroara (2006), Rejendra (2009) and Reena, R. (2013)**. Hypothesis which states that "There is a positive and significant relationship between home environment and study habit among adolescent's girls," is thus accented.

### Conclusion

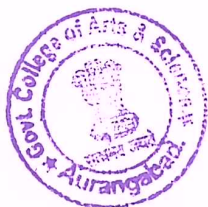
From the above result & discussion it is concluded that, there is a positive significant relationship between home environment and study habit of adolescent's girls. Because adolescent's girls academic future depends upon their home environment as well as study habits.

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